

Inspection of Little Chums Nursery

Beehive Lane CP School, Beehive Lane, Chelmsford, Essex CM2 9SR

Inspection date: 9 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at this nursery with infectious joy. They are greeted by cheerful staff who take the time to welcome them in an unhurried way. Staff take the time to speak to parents and ensure they have the information needed for the day ahead. Children make their lunch choices before skipping along the hopscotch ladder on the floor. Staff greet children with wide smiles and as a result, children are brimming with positivity and eager to start their day.

Staff help children to develop an understanding of rules and boundaries. Children share dough with their friends and show concern for others when they are sad. Staff use consistent praise to remind children of the expected behaviours. Consequently, children behave well and respond positively to staff. Children are becoming increasingly independent as they cut their fruit at snack and pour their drinks,

Children engage in an exciting and ambitious curriculum. Staff know the curriculum well and use their range of teaching skills to bring it to life for children. Throughout the day, children access learning experiences that excite and engage them. They show curiosity and wonder such as when they discover a caterpillar in the nursery garden. Staff direct the children to the 'mini-beast' area where they learn more about their new friend.

What does the early years setting do well and what does it need to do better?

- The manager has a clear vision and understands what she wants children to learn. There is a clearly sequenced curriculum that supports all children to make progress. Leaders include staff in their curriculum choices and staff are aware of what they need to teach and why. They identify children's strengths and gaps and use exciting ways to engage children in their play and learning. For example they visit the 'car wash' and learn about money and how to clean the toy cars.
- Children learn to communicate through a range of ways. They use language well and also use makaton signs and visual aids. They discuss the weather and use the sign for 'sunny' and 'warm'. This helps them to develop their communication and language skills.
- Staff support children to be ready for the next stage in their education. Staff arrange transition visits to their schools and welcome teachers into the nursery. Children are well prepared for the transition.
- Vulnerable children receive the tailored support they need to make the progress of which they are capable. Leaders and staff, including the SENCo have a good knowledge of the children and support needed. Excellent partnership working complements the hard work staff do and further improves outcomes for these children. Leaders use additional support beyond the nursery and signpost

parents to these services. As a result, children continue to make progress from their start points.

- Partnership working is strong. Staff work with parents and a range of professionals to provide the most appropriate support for children. Weekly newsletters keep parents updated on what children are learning and how they can guide this learning at home. Regular parent evenings further strengthens partnerships and a combined approach to teaching. Parents are active agents in their child's learning. They feel extremely valued and fortunate to have a place at the nursery.
- Children's well-being is fostered. Staff consider children's feelings and emotions when they arrive and provide carpet time where children can regulate through yoga and singing.
- Assessment is used very well to identify gaps in children's knowledge and skill and the progress they are making. Staff use a range of assessment methods and show a strong commitment to supporting all children to make progress.
- Leaders use evaluation to identify strengths and weaknesses in the curriculum. There is a clear strength in supporting vulnerable children. Leaders have created an inclusive environment where children and their families are supported well. However, leaders have not yet placed as much priority on staff supervisions and providing opportunity for staff to discuss their own professional development and improve or enhance their practice.
- All staff have a secure understanding of their safeguarding responsibilities. They are aware of the range of abuse types and how to recognise these. Leaders take their duties seriously and ensure that all team members are adequately trained to protect children from future risk.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop staff supervision to provide regular opportunities for staff to discuss their professional development, to drive continuous improvements in the curriculum and teaching.

Setting details

Unique reference number	EY297852
Local authority	Essex
Inspection number	10335139
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	45
Number of children on roll	74
Name of registered person	Chums Childcare Limited
Registered person unique reference number	RP523606
Telephone number	07840 285878
Date of previous inspection	6 June 2018

Information about this early years setting

Little Chums Nursery registered in 2005. The nursery employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday during term time only from 8am until 6pm. It also provides breakfast and after school care for older children. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Ford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning and observed the interactions between staff and children.
- The manager and the inspector discussed the leadership and management in the nursery, this included the manager showing the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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